

<b>Candidate Name: James Perez</b>	<b>Date: June 13, 2019</b>
<b>Title of Lesson: Basketball skill development</b>	<b>Class Time: 30 minutes</b>
<b>Target Audience/Grade Level: 8th Grade</b>	
<b>Numbers of students in class: 12</b>	<b>Teaching Location: Panzer Gymnasium</b>
<b>Central Focus of the lesson:</b> To develop and enhance the skills and knowledge of the students in the game of basketball enough that the student feels comfortable to play in a game setting.	
<p><b>Developmental characteristics of students:</b></p> <p><b>Physical-</b></p> <ul style="list-style-type: none"> <li>• Trouble with coordination and balance.</li> <li>• Feeling awkward about body changes.</li> <li>• Experiencing the beginning of puberty.</li> </ul> <p><b>Social-</b></p> <ul style="list-style-type: none"> <li>• Have a strong desire to assert individuality and independence.</li> <li>• Critical of parents and home.</li> <li>• Depend on their peer group to develop identity</li> </ul> <p><b>Cognitive-</b></p> <ul style="list-style-type: none"> <li>• Capable of high level of abstract thought.</li> <li>• Beginning to develop views about social issues</li> <li>• Starting to challenge rules and answers.</li> </ul>	
<p><b>Instructional Objectives with link too specific NJCCC standard(s):</b></p> <p><b>Psychomotor-</b></p> <ul style="list-style-type: none"> <li>• TSWBAT perform a standard dribble while walking from baseline to half court using 3 out of 5 critical elements.</li> <li>• TSWBAT speed dribble the length of the court using at least 3 out of 5 critical elements.</li> <li>• TSWBAT perform 3 out of 5 cues while performing a lay-up starting from the free throw line.</li> </ul> <p><b>Cognitive</b></p> <ul style="list-style-type: none"> <li>• TSWBAT recall 3 out of 5 teaching cues of speed dribbling when asked by the teacher.</li> <li>• TSWBAT recall at least 5 rules of basketball when asked by the teacher.</li> <li>• TSWBAT will be able to identify what dribble move to use in a certain situation when asked by the teacher.</li> </ul> <p><b>Affective</b></p> <ul style="list-style-type: none"> <li>• TSWBAT share space and equipment during dribbling and lay-up tasks as obstructed by the teacher.</li> </ul>	

- TSWBAT give each other feedback to a partner during the tasks as obstructed by the teacher.
- TSWBAT listen and learn from what their classmates say during the class.

**New Jersey's Core Curriculum Content Standards and Cumulative Progress Indicators:**

**2.5.8.A.1-** Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities).

**2.5.8.A.2-** Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.

**2.5.8.A.4 -**Detect, analyze, and correct errors and apply to refine movement skills.

**2.5.8.C.1-**Assess player behavior for evidence of sportsmanship in individual, small group, and team activities.

**2.5.8.C.2-** Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities.

**Materials, Resources, and Equipment List Be**

fitness board  
2 baskets  
28 cones

**Technology Utilized in Lesson**

Projector  
laptop

**Academic Language**

**Vocabulary:**

**Speed dribble-** involves pushing the ball ahead of you and chasing it.

**Lay-up-** A high percentage shot taken when near the rim. After, a catch from a pass near the rim or driving to the basket with a dribble.

**Cross-over dribble-** is a basketball maneuver in which a player dribbling the ball switches the ball rapidly from one hand to the other, to make a change in direction.

**Drive-** an aggressive move towards the basket by a player with the ball.

**Field Goal-** A basket scored from the field.

**Baseline-** The end line.

**Citations**

McManama, J. (2014). *Physical Education Handbook* (13th ed.). New York: Pearson.



<p>10:10-10:13 3 minutes</p>	<p>Learning tasks / experiences 1 Demonstrate the standard dribble: <u>Critical Elements</u> 1. relaxed hand control 2. push ball with finger pads 3. dribble knee to mid-thigh 4. head up and eyes scanning 5. body between ball and defender <u>Verbal Cues</u> 1. gentle push 2. use fingers pads 3. keep ball low 4. head up 5. protect ball</p> <p>The students will then line up along the baseline and dribble for 20 seconds using their right hands and then 20 with then left hand. This will happen two times.</p> <p>The students will then partner up try and maintain possession of the ball with a defender attempting to steal the ball.</p>	<p style="text-align: center;"><u>S S S S S S S S S S S S</u></p> <p style="text-align: center;">T</p>	<p>The students will show clear ability to complete 4 out 5 critical elements of standard dribbling.</p>
<p>10:14-10:18 4 minutes</p>	<p>Learning task 2 Demonstrate the Speed Dribble <u>Critical Elements</u> 1. relaxed hand control 2. push ball with finger pads 3. dribble knee to mid-thigh 4. head up and eyes scanning 5. push ball out in front of body and chase</p> <p><u>Verbal Cues</u></p>	<p style="text-align: center;">^</p> <p style="text-align: center;"> </p> <p style="text-align: center;"> </p> <p style="text-align: center;"> </p> <p style="text-align: center;"> </p> <p style="text-align: center;"> </p> <p style="text-align: center;"> </p>	<p>The students will show clear ability to complete 4 out 5 critical elements of speed dribbling.</p>



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	Ask the students the rules of basketball  And the verbal cues for a layup.	S S S S S  T  (At center court)	
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## Basketball Lesson (dribble, crossover, speed dribble, lay-up, and rules)

### Rules

- 1) The ball must enter above the rim and is three points if shot from behind the three point line of the court. If made from anywhere else, it is worth two points.
- 2) When a free throw is awarded and successfully made it is worth 1 point each.
- 3) If a player scores in the opposing team's basket the opposite team is awarded the points.
- 4) Each team gets the same number of timeouts and a timeout can only be called when your team has possession of the ball or during a dead ball.
- 5) If the score is tied at the end of regulation an extra period is played. As many extra periods are played that are needed to break the tie.
- 6) The clock stops running anytime and official blows the whistle. The clock stops running after every field goal.
- 7) When stopped with the ball the player may move one foot but the same foot must stay planted to the floor. If the player does pick up their foot that would be a travel. When driving to the basket you get two steps. On the third step a travel is called.
- 8) A player may not dribble again if they pick their dribble up. This is called a double dribble.

### Cross over

#### Critical Elements

- 1) Relaxed hand control
- 2) push ball with finger pads
- 3) dribble knee to mid-thigh
- 4) head up and eyes scanning
- 5) low bounce to other hand
- 6) Step with foot opposite of the one receiving the ball

#### Verbal Cues

- 1) gentle push
- 2) use fingers pads

- 3) keep ball low
- 4) head up
- 5) cross over step



### Speed dribble

#### Critical Elements

1. relaxed hand control
2. push ball with finger pads
3. dribble knee to mid-thigh
4. head up and eyes scanning
5. push ball out in front of body and chase

#### Verbal Cues

1. gentle push
2. use fingers pads

3. keep ball low
4. eyes up
5. push and chase

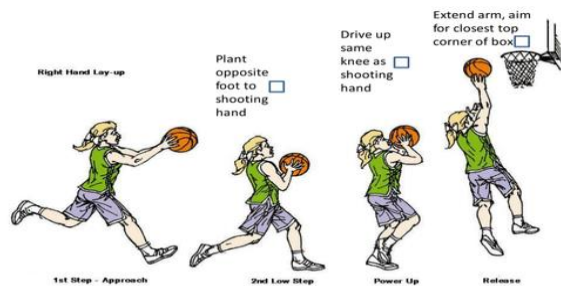
### Layup

#### Critical Elements

1. drive powerfully to basket
2. take ball up with two hands
3. take off on non-shooting foot
4. release ball at peak of jump with one hand
5. use backboard when possible with one hand

#### Verbal Cues

1. power drive
2. up with two hands
3. take off
4. one hand gentle release
5. bank the glass



**HELPING HINT:** Imagine the backboard is a thin piece of glass that you do NOT want to smash with the ball.

**Lesson 1: Forehand and Smash Stroke****Unit: Pickleball**

<b>Title of Lessons:</b> Forehand Pass	<b>Class time:</b> 45 minutes
<b>Numbers of students in class:</b> 25	<b>Target Audience/Grade Level:</b> 5th
<p><b>Central Focus of the lesson:</b> Today I want learners to be introduced to the game of Pickleball and receive it as a non-threatening and enjoyable racket sport. I want learners to learn how to grip the racket and to gain confidence and ball control using the forehand and smash stroke using the racket.</p>	
<p><b>Instructional Objectives with link to specific NJCCC standard(s):</b></p> <p><b>Psychomotor</b></p> <ul style="list-style-type: none"> <li>• (P1) SWBAT perform a forehand stroke at least 5 out of 8 times during the assessment drill 2.5.6.A.1</li> <li>• (P2) SWBAT perform a smash stroke at least 4 out of 8 times during the assessment drill 2.5.6.A.1</li> </ul> <p><b>Cognitive</b></p> <ul style="list-style-type: none"> <li>• (C1) SWBAT explain <math>\frac{3}{5}</math> critical elements when striking the ball using a forehand, when asked by the teacher 2.5.6.B.1</li> <li>• (C2) SWBAT explain <math>\frac{3}{5}</math> critical elements when striking the ball using a smash, when asked by the teacher 2.5.6.B.1</li> </ul> <p><b>Affective</b></p> <ul style="list-style-type: none"> <li>• (A1) SWBAT gives each other 2 positive and 1 negative feedback during the lesson to improve their ground strokes 2.5.6.A.4</li> <li>• (A2) SWBAT practice good sportsmanship and communication skills with fellow peers throughout the lesson 2.5.6.C.1</li> </ul>	
<p><b>New Jersey's Core Curriculum Content Standards and Cumulative Progress Indicators: (write out standard, not just the number)</b></p> <p>What New Jersey CCC Standards are met as well as the Cumulative Progress Indicators that define each standard?</p> <p>(P1 &amp; P2) - 2.5.6.A.2 - Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.</p> <p>(A1) - 2.5.6.A.4 - Use self-evaluation and external feedback to detect and correct errors in one's movement performance.</p> <p>(A2) - 2.5.6.C.1 - Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior.</p> <p>(C1 &amp; C2) - 2.5.6.B.1 - Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, team and group activities.</p>	
<p><b>Instructional Strategies Implemented throughout Lesson:</b> Direct Teaching, Demonstrations, Peer Demonstrations, Differentiated Feedback, Visual Demonstration</p>	
<p><b>Materials, Resources, and Equipment List:</b> 25 Pickleball rackets, 50 Pickleball Balls, Pickleball/tennis nets</p>	
<p><b>Academic Language (list all academic language implemented in lesson and identify where in lesson it is implemented / discussed)</b></p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Load, Ready Position, Follow Through, Back Step, Grip, Health-Related Fitness, Pickleball, Practice, Responsible, Safe, Skill Related Fitness, Volley</li> </ul> <p><b>Syntax:</b> Teaching Cues</p> <p><b>Discourse:</b> Class Discussion</p>	

Time Allotment	Lesson Plan Segments	Assessment:
3 Minutes	<p><b>Instant Activity/Warm-ups / Attendance:</b> Students will be playing a game called keep it up. They will need one pickleball paddle and one pickleball. The students will spread out in the gym or pickleball/tennis court and begin the activity. The objective of the activity is to keep the ball in air using your paddle. You will continuously hit the ball lightly with your paddle to keep it in the air in front of you. Throughout the activity I will be asking the students to perform the task in different ways like using your dominant hand, non dominant hand, do it while hopping on one foot, do it while walking around a small area, and do some type of trick.</p> <p><b>Teaching Cues:</b></p> <ul style="list-style-type: none"> <li>• Shake Hands with Paddle</li> <li>• Fingers Wrap Underneath</li> <li>• Thumb Sits Comfortably</li> <li>• Active Eyes</li> <li>• Keep Balance and Control</li> </ul>	<p>I will be observing students' hand eye coordination, paddle grip, ball tracking skills, and situational awareness.</p> <p><b>Questions for class:</b></p> <p>“How many consecutive self-volleys can you make?”</p> <p>“How many changes can you make without the ball stopping or hitting the floor?”</p>
9 Minutes	<p><b>Learning tasks / experiences 1 (Forehand stroke)</b> - Students will now be in rows facing me on the court or gymnasium. The students will be safely distance from each other so that they can follow along with me and mimic the teaching cues. Once I see and do the teaching cue the students will repeat it back to me and perform the skill. We will do this for about 3 times through, and I will be watching students performance as they do the skills.</p> <p><b>Forehand Drill 1</b> - Students will now partner up and begin Forehand Drill 1. The pair of two students will find an area on court or gym that is in front of a wall. The two students will take turns practicing their forehand hit by bouncing the ball off the ground and then hitting it into the fence or wall. They will complete 5 forehand hits before switching. The student who isn't performing the skill will be filling out a teaching cues check list sheet and feedback sheet. Remember we are to be writing out 2 roses and 1 thorn on how our partners have performed.</p>	<p>Students will be filling out checklists and providing feedback to fellow peers on performance of skills.</p>
8 Minutes	<p><b>Learning task 2 (Smash Stroke)</b> - Students will now be in rows facing me on the court or gymnasium. The students will be safely distance from each other so that they can follow along with me and mimic the teaching cues. Once I see and do the teaching cue the students will repeat it back to me and perform the skill. We will do this for about 3 times through, and I will be watching students performance as they do the skills.</p> <p><b>Smash Drill 1-</b> The students will partner up and will be assigned an area of the court or gym. The students will be practicing their smash strokes. Each student will be given the chance to perform 7 smash strokes. Student 1 will toss or pass a pickleball from a distance to student 2. Student 2 will then perform the smash stroke and hit the ball back towards student 1. After student 2 does 7 smash strokes the students will switch roles.</p>	<p>Students will be filling out checklists and providing feedback to fellow peers on performance of skills.</p>
7 Minutes	<p><b>Culminating activity</b> - Students will be playing a game with their same partners. The game is called 21, but we will be playing 11's. The students will have to complete 11 passes between each other</p>	<p>The summative psychomotor assessment will be done with a flipped classroom video</p>

	<p>using their paddles and the strokes they learned. However, the students will start 4 feet apart, and with each pass they must get 1 step further away from each other. Once the students complete their 11 consecutive passes with each other they will move onto their exit slips videos submissions. Students will decide amongst their pairs who will be performing the skills for either forehand pass or smash stroke. Once they decide each student will have to record themselves performing and teaching the tasks via recording to be submitted to the seesaw classroom. This will count as a psychomotor evaluation and assessment.</p>	<p>of the students teaching the skills and saying the key words of the skill.</p>
2 Minutes	<p><b>Lesson Closure</b> - Students will gather any and all equipment that needs to be collected or that they used. Once all the equipment is handed back into the teacher or correct location they will then sit on the baseline of the court or gymnasium floor. I will thank them all for attending class today and remind them of the importance of learning new skills and games, because it is only bettering us as individuals and providing us with lifelong fitness ideas to stay strong and healthy for life! I would then ask the final check for understanding question, “What skill-related fitness components are most important for pickleball success?”</p>	<p>Closure Questions - “What skill-related fitness components are most important for pickleball success?”</p>